

Methodology of pedagogical research and evaluation:
10. Theory and creation of didactic text, proposal of a prototype didactic text

Methodological Concept for Effectively Supporting Key Competencies
Using the Foreign Language ATCZ62 - CLIL as a Learning Strategy at the
College

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➤ Didactic test - a tool for systematically measuring (measuring) learning outcomes (Byčkovský),

Basic classification of tests:

- is not a test as a test (eg: what requirements are placed on the admission test or on a test that is part of a final exam);
- it is also a question of how they meet the knowledge of tested pre-determined requirements.

B. S. Bloom's Tests:

- *Cognitive* = learning outcomes = almost exclusively used in pedagogy. Practice (it measures what pupils have learned).
- *Psychomotor* = determine the learning conditions (when accepting pupils at a higher type of school).

- 2.
- ✓ Standardized - professionally prepared,
 - ✓ Non-standardized - teacher,
 - ✓ Quasi-standardized - more perfect than teacher.

3.

- Speed test,
- Level tests = most tests.

Other types of tests:

- Psychological - intelligence, personality.
- Psychomotor - movement abilities.
- Didactic - school performance of the pupil.
- *Tests are accurate, objective measurements of personal qualities, personality activities and their performance.*

OTHER TYPES OF TESTS

- *Comparative* (relative power tests) = performance is compared with the population tested
- *Verification* (absolute performance tests) = the task is to determine to what extent the test fulfills predetermined and known criteria or standards (eg Graduation)
- *Test of assumptions*, input, continuous = **formative**, output = summative, **monothematic** (objectively scalable), **polytematic** (subjectively scoring)

Properties of a good didactic test

- ✓ Validity - validity; To test what is to be tested,
- ✓ Practicality,
- ✓ Reliability - reliability; Is composed of 2 components: - solid (knowledge + skills)
- accidental (external conditions - condition).
- Objectivity,
- Sensitivity

Standardization of didactic test

- Will allow the student to rank the pupil according to the number of points achieved in a particular ladder, scale, scale.
- The term standardized tests refer to tests which are prepared very thoroughly and have more complete equipment. They are professionally prepared, thoroughly tested and their basic properties are known.
- Generally, there is also a standard (test standard) for evaluating achievements.

Validity

- Expresses the degree of adequacy of the interpretation of the test results with respect to the particular test group,
- Expresses degree (eg high, medium, low validity),
- Always refers to any particular use of the test.

4 types of validity:

- **Content** - is based on the opinion of competent persons, what is in the curriculum, what is actually taught in lessons;
- **Criterion** - The measurement result is compared to other generally acknowledged participant data;
- **Predictive** - the test result is compared with the success of the test participant in those areas where the quality measured by the test is applied;
- **Face-validity** - a special case of content validity;
- **Constructive** - Indicates how much the test measures a certain pupil's characteristic (eg, communicativeness)

Using didactic tests in school practice

2 results of the didactic test:

- a) information on pupil assessment;
 - b) optimizing its further pedagogical activities.
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- Assessment of the overall results of the class;
 - Usually by average. The number of points achieved or the arithmetic mean.

Types of test tasks

Consist of a battery of tasks: jobs open and closed

- OPEN TASKS: a) broad b) with a brief answer.
- CONCLUDED JOBS: Dichotomic (50% probability),
 - a) Answering tasks (several variants of answers),
 - b) Assigning,
 - c) Ordering.

Test Procedure

- Clarifying the purpose of the test,
- What place the test has in the conception of the research under consideration,
- Selecting a test, defining its content (the scope of the curriculum we want to test),
- Formal breakdown,
- Selection, formulation of test tasks, definition of goals,
- Specify time to test, difficulty of each task - difficulty index, check test rate ...